

BSP Desk Reference

30 Minute Training Guide

Table # 2
Leaders: Denise and Valerie

SECTION 5: Environmental Factors Lines 5 & 6

SECTION 12: Resources

Time	Description
5 minutes	<p>What is in this section?</p> <ul style="list-style-type: none"> Understanding the relationship between environments and behaviors <p>Why is this important?</p> <ul style="list-style-type: none"> It is not possible to separate behavior from the environment in which it occurs Environmental conditions such as physical settings, social settings, curriculum and scheduling factors need to be considered If we can identify the problematic environmental condition, we can understand what to alter to prevent problem behaviors from happening (see Section 15, Page 6, bullets 2 and 3)
10 minutes	<p>Rubric</p> <ul style="list-style-type: none"> Refer to Behavior Support Plan Quality Evaluation Scoring Guide II, component B (Section 5, page 7 and component C (Section 5, page 8) for specific factors. Familiarize yourself with this section and think of examples from your own experience. <p>Key Elements</p> <ul style="list-style-type: none"> Be specific in description of the immediate or immediate past triggers that relate back to an environmental condition Thoroughly analyze all environmental factors that contribute to behavior occurring. <p>Scoring Problems Seen</p> <ul style="list-style-type: none"> Lack of detail on description of predictors Use of "judgment" or emotional states as a predictor such as "when he is mad" Environmental condition does not relate back to predictor (line 6 should match line 5) <p>Rewrite "inadequate Karl BSP" (Section 11, pg 20, #5 & #6) to bring score up to Adequate</p>
10 minutes	<p>Refer to Section 12 of The BSP Desk Reference for Environmental Factors Survey, pages 4-5 and Effective Classroom Management Checklist, pages 6-18.</p> <p>Other resources to assist with environmental factors analysis: Environmental Observation Form: Section 3: pages 11-16 and Functional Assessment Observation Form page 30</p> <p>Activity - The Physical Condition section of Environmental Factors Survey, Section 12 page 4</p>
5 minutes	Questions/Comments

Environmental Factors Survey

School: _____

Classroom: _____

Informant(s): _____

Date: _____

Physical Conditions of the Environment	YES	NO	COMMENTS/CONCERNS
Is the room clean? Are there any noticeable odors?			
Is the lighting adequate for learning?			
Is the temperature comfortable?			
Is the room overcrowded? (too many students/desks) Does each student have a desk and is it set to the appropriate height?			
Does the seating arrangement provide for easy and safe movement around the classroom? Can all students see/hear?			
Is the environment visually over/under stimulating?			
Is the noise level appropriate for a learning environment? (consider fluorescent lighting, outside noise, etc.)			
Environmental Events/Peer Interactions:	YES	NO	COMMENTS/CONCERNS
Have students been taught how to manage unexpected events? (i.e., fire drills, guest at the door, substitute teacher)			
Are the students in the classroom developmentally compatible? (i.e., size, age, cognition, achievement)			
Are there any on-going peer/group conflicts which may be detrimental to learning?			
Are conflicts (peer to peer/peer to adult) addressed and resolved?			

Classroom Schedule and Curriculum Expectations	YES	NO	COMMENTS/CONCERNS
Has the classroom/school schedule been clearly outlined and, if necessary, taught?			
Do all students understand the schedule? Are all students able to follow the schedule?			
Have students been explicitly taught how to transition from one activity to the next? Is there a signal to mark transition times?			
Have students been explicitly taught the rules and expectations of unstructured time? Is there a signal to mark unstructured time?			
Are all students in the classroom able to handle/cope with unstructured time? Is there a plan for those who can't cope?			
Is the level of instruction compatible with the ability (cognitive and achievement) of all students? Are State Standards taught?			
Is the classroom instruction provided in several modalities to complement different learning styles?			
Students' Physiological and Emotional States	YES	NO	COMMENTS/CONCERNS
Are teachers and staff educated to discern signs of anxiety, challenged attention, depression, etc, in children?			
Are resources/supports offered to families who lack basic needs? (food, shelter, etc.)			
Are referrals consistently made to address vision, hearing and other medical/health issues?			
Are resources available and offered to address social problems? (conflict resolution, anger management, social skills training, out-side counseling, etc.)			
Is there a clear, consistent method to deliver prescribed medications? Has the student been taught the procedure?			

Adapted from the Positive Environmental Checklist by Albin, R. W., Horner, R. H., & O'Neil, R. E. (1993). Proactive Behavioral Support: Structuring and Assessing Environments. Eugene, OR, Specialized Training Program, University of Oregon.

UNDERSTANDING THE RELATIONSHIP BETWEEN ENVIRONMENT AND BEHAVIOR



"What kind of mischief are you into now?"

BIG IDEA

Behavior always occurs within an environmental context and conditions within the environment may contribute, predict or "trigger" problem behaviors.





Positive Behavioral Support

A Behavior Support Plan will not be effective unless it addresses environmental factors which are contributing to the problem behavior



Key Concept:

Something is either present in the environment, or NOT present in the environment which increases the likelihood the problem behavior will occur.





Line 5. What are the Predictors for the Behavior?

- *Situations in which the behavior is likely to occur: people, time, place, object, etc.*
- *Predictors e.g. difficult task, transition time, when not working in group, with specific people, when alone, after a request, etc.*


State any known connections between environmental conditions and the student's use of the behavior.

Any of the following factors may act as possible triggers:

- Physical Setting
- Social Setting
- Instructional Strategies, Curriculum and Activities
- Scheduling Factors
- Degree of Independence
- Degree of Participation
- Social Interaction
- Degree of Choice


Physical Setting

- Sensory under or over stimulation:
- Noise
- Crowding
- Temperature
- Classroom Organization
 - missing or present materials,
 - configurations of furniture; work
 - and work space organization




Social Setting

- Interaction patterns in or around the student
- People present or absent
- Substitute teacher
- Change in group
 - (new class, new student, new school)



Instructional Strategies, Curriculum and Activities


- Mismatch between learner accommodation needs and instructional components.



This is one of the most common predictors, examine carefully. The team may discover evidence that an accommodation plan is necessary to increase student success.


Social Interaction

- Social communication needs of the student matches participation opportunity
- Provision of necessary supports for social interaction



Scheduling Factors:

- Transitions
- Time on task
- Time to complete activities



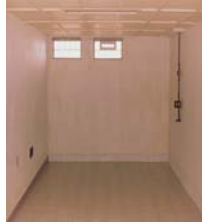
Scoring Line 5

- 2 = One or more predictors from immediate or immediate past environments are described with at least one detail about one or more of the environmental variables in column one
- 1 = One or more predictors from the environmental variable categories are given, but with no detail.
- 0 = No predictors of problem behavior from any of the categories are given, **or** predictors are from other environments and are not triggers **in** the current environment, **or** internal thoughts **or**, presence of an internal state **or** behavioral history **or** disability is described.
Long range triggers are not specifically addressed in behavior support plans and if present, should be addressed through interventions such as counseling, mental health treatment, agency interventions, and so forth (see key concepts column).

Line 6. What supports the student using the problem behavior?

In other words,

- ***What is missing in the environment that needs adding?***



Missing in the Environment

Something is missing or not being done that is needed:

- Rules, expectations, alternatives, consequences are not yet clear to the student.
- Task structuring and positive reassurance have not yet been provided to address anxiety issues.
- A mentor relationship with a supportive adult at school has not yet been provided.

Line 6. (Cont.) What supports the student using the problem behavior?

- ***What is in the environment/curriculum that needs removing?***



Present in the Environment

A problem with something *IN* the environment:

- Noise level, seating arrangement, size of the desk, interactions going on around student, etc.
- Response of peers to mishavior



In Other Words, We Need to Ask:



"What environmental features support the problem behavior?"

This will help us understand what environmental changes will remove or reduce the student's need to use the problem behavior (Specified on Line 7).

Scoring Line 6

- 2 =** Half or more of the environmental features targeted for change (line 6) are logically related, i.e., consistent with, one or more of the identified predictors (line 5). If only one feature (line 6) is given, it must be logically related.

"**Logically related**" means identifying a relationship in which certain events or lack of certain events appear to lead to a particular outcome.

For example, a **scheduling problem** is identified in the environmental analysis: Jill is requested to transition without transitional supports. The problem behavior then occurs (crawls under the table). This behavior occurs because of the teacher has not yet implemented a picture schedule specifically designed to match Jill's comprehension needs (Line 6). A logical relationship between predictors (line 5) and analysis (line 6) is apparent.

- 1 =** Less than half of the features of the environment targeted for change (line 6) are logically related to one or more of the identified predictors (line 5). If only one is given, and it is not logically related, score 0.
- 0 =** **None** of the predictors (line 5) are logically related to the summary of why the problem behavior is occurring in the specific situation (line 6), OR if none of the Predictors (line 5), are related to the environmental factors (see Physical Setting, Social Setting, etc.) then no logical relationship can be determined and the environmental assessment analysis (line 6) is inadequate.

ACTIVITY

- With a partner, conduct an ***Environmental Factors Survey***



ACTIVITY

- Identify an environmental “factor” *within your control* that contributes to a problem behavior at your site. Discuss what change could be made (what can be added or removed from the environment to reduce the problem behavior and support the desired behavior).

